THE VIRGINIA TEACHER

Volume III FEBRUARY, 1922 Number 2

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THE STATE NORMAL SCHOOL FOR WOMEN

NORMAL STATION HARRISONBURG, VA.

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THE VIRGINIA TEACHER

VOLUME III FEBRUARY, 1922 NUMBER 2

I

PIONEERING FOR SOUTHERN WOMEN

"I am finishing college in June, and, like most college graduates, I am at a loss as to what I am best fitted to do or can do. I have hazy notions of having some lovely position, seeing a great deal of the world, and in the mean time, making enough money to live quite comfortably, etc. Please remember that I want to begin work as soon as college closes."

The need of some one to answer just such inquiries, and the determination to do whatever she could to better educational conditions for the southern girl inspired Dr. Orie Latham Hatcher to found in Richmond, Virginia, in 1914 what was then known as The Virginia Bureau of Vocations. It acted as "an information center, through which young women might obtain any type of advice—vocational or otherwise—in regard to education, and where they could be helped in every practical way to secure instruction and technical training for which they are best fitted."[1]

Since the year 1914 this work has greatly expanded and developed. As to the extent of the development, one need only glance at the statistical report of the year 1920. During this year seventy-seven scholarships were secured from institutions ranging from Louisiana to Massachusetts; one thousand four hundred and seventy-six persons were provided individually with information; and high schools, colleges, business women's clubs, etc., totalling audiences of twelve thousand five hundred, were addressed by vocational experts provided by the Bureau of Vocations through its Speakers' Bureau.

From the very beginning, calls for aid came not only from Virginia, in which state the office was located, but from all parts of the South. It is now claimed for the Alliance that "it is serving every southern state today, and honors every request from any part of the South". With the extension of its service the old name proved misleading, and it was deemed wise to change the name to The Southern Woman's Educational Alliance which was more expressive of the breadth of purpose of the Society, although the nature of the work has changed very little.

As now constituted, The Southern Woman's Educational Alliance carries on its work by means of four departments:

1. The Department of Research.
2. The Department of Educational Information and Guidance, including Vocational Information and Guidance.
3. The Department in Co-operation to provide more Technical Training for Women in the South.
4. The Department of Loans and Scholarships.

The Alliance is directed by Miss Hatcher, President, and the following boards:

EXECUTIVE BOARD: Orie Latham Hatcher, Chairman; Rachel E. Gregg, Secretary; Mrs. J. K. Bowman, Treasurer; President D. R. Anderson, Randolph-Macon Woman's College; Mrs. John A. Barker; Mrs. Robert W. Claiborne; Mrs. G. Harvey Clarke; Dean Ada Comstock, Smith College; Mrs. A. F. Cook; President William P. Few, Trinity College; President F. E. Gaines, Agnes Scott College; Miss Mary S. Gammon; Mrs. Charles Dana Gibson; Dr. Haidie Weeks Guthrie; Dr. H. H. Hibbs, Jr.; Dean May L. Keller, Westhampton College; Mrs. Edith Shatto King; Miss Helen Koues; Mrs. William P. Krieghoff; Dr. Margaret

[1] Mary G. Armstrong—South Awake to College Women's Opportunities.—*New York Evening Post*, July 2, 1921.

P. Kurk; President H. N. MacCracken, Vassar College; Miss Helen P. McCormick; Dr. S. C. Mitchell, Richmond College Miss Lena Madeson Phillips; Mrs. Dexter Otey; Dean Florence M. Purington, Mount Holyoke College; Dr. W. Carson Ryan, Jr.; Miss Leslie A. Strode; Miss Eugenia Wallace; Mrs. Channing M. Ward.

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THE DEPARTMENT OF RESEARCH

The Department of Research is designed to study the educational, vocational and economic opportunities for women in the North and South so that as much helpful information as possible may be obtained for young people seeking education and all other phases of work.

This wide range of information is necessary in order to answer the various and sundry appeals of which the following are typical:

"My daughter is finishing high school this year. We would like for her to get a college education but we have very limited funds. Where do you think is the best place we could send her at the lowest possible cost?"

"I have just finished business school and am ready to start into business. Where do you think I will be in the best surroundings?"

"I have a great desire to get a musical education in order to become a concert pianist. What conservatory do you advise me to enter?"

Thus it is apparent that the Alliance must not only keep in close touch with prevailing conditions in schools and colleges and with just what they are offering, but also with standards in both academic and technical schools.

A very important survey which is being carried on today by this department is a study of the extra-catalog expenses connected with the cost of education in representative colleges and technical schools. This has been found desirable because catalog statements of school expenses are so often misleading More real education is usually gotten from outside school activities carried on by the students themselves than is obtained in the class room. Thus it is very important for prospective students to know the real cost of an average amount of what might be called "social" training. No girl wants to enter a school and then find that she cannot, because of limited finances, associate with the type of girls she finds most congenial. To my mind, this is one reason why a great many girls become dissatisfied after entering college.

Another survey of interest is the Vocational Survey, which was carried on in thirteen southern colleges. This survey was prompted by "the increasing unrest among college students lest they were not being prepared to meet life in a practical way, and by the need of emphasizing to them the vocational need of liberal culture."[3] Then too, it put before the South just what the girls in our southern colleges are doing and the vocations they are preparing to enter. The colleges represented in the survey were Agnes Scott and Wesleyan Colleges in Georgia Florida State College, North Carolina and Greensboro Colleges for Women in North Carolina, Winthrop Normal and Industrial College in South Carolina, and Randolph-Macon Woman's College, William and Mary, Westhampton, Hollins and Sweet Briar in Virginia. The number of students that reported was 1,762, and out of this number 1,226 indicated at least a tentative choice of vocations. It is interesting to note that of this number only one-third set down teaching as a choice of vocation, whereas in former days this was regarded as the only vocation which women could with propriety enter. Vocations other than teaching, which were indicated by two-thirds of the students, included religious and social work, music, business, applied sciences, home economics, medicine, art, journalism and law.

THE DEPARTMENT OF EDUCATIONAL INFORMATION AND GUIDANCE

As Miss Hatcher has said, in starting this work she found herself confronted with the problem of providing the necessary training for women to enter certain vocations and

[3]Southern Woman's Educational Alliance—Report, 1921.

then of persuading them to take it. So in order to put before the southern girl the real situation a number of speakers are provided, some who are interested in general education and some who are experts in important fields of work open to women. For instance, the subjects covered in 1920 are reported to have been: education for store service, magazine writing, business opportunities, law as a profession for women, callings connected with magazine work, vocations for business and professional women, food as a profession, banking, social work, and public health nursing. Thus, about 11,800 girls were reached and given some idea as to the enlarging field of service which is being opened up to the southern girl.

As far as possible individual information and guidance is also arranged for. For instance, a great deal of time is given to consultations with girls in regard to incidents and circumstances which are influencing their lives and which are preventing their fitting themselves for the life work they have planned. This personal side of the work may be seen in the following excerpts from correspondence between Miss Hatcher and a girl who sought her help.

First letter to Miss Hatcher: "Will you please send me information regarding the securing of scholarships and other aid from the various colleges in the country? I expect to graduate this spring from the ——— High School and have a desire to continue school in a higher degree if possible."

Extract from Miss Hatcher's reply: "I am always delighted to help girls get the best education possible; but so many things enter into the question of which education is best and where it should be had, that I want always to try to help a girl avoid mistakes in her decision. I cannot judge from your letter whether the financial difficulty figures with you or not, but we can talk all that out too, and meanwhile let me tell you my conviction that lack of money need not hold any girl back today from getting an education if she has energy, grey matter, and a sturdy determination. I am suspecting that your possession of these very qualities has led you to ask information about how to get more education."

Second letter to Miss Hatcher: "Your very kind letter was received several days ago and I should have answered before now, but I was deciding. I sincerely thank you for your interest and proferred help, but I have decided for the present at least that it is best not to try a four year course in college work, or any college work at all. . . . . You see if I go to summer school and teach next winter, I shall have enough money to go the following summer. Don't you think that is so much better than college, as Daddy has two more children to finish educating? I do.

"Then if after that I think it profitable to go to college it will not be too late as I am only seventeen now."

In this instance Miss Hatcher encouraged this ambitious girl to borrow a little money and aided her in getting a scholarship to a Virginia college, where she is now making a phenomenal record in mathematics and is earning a large proportion of her expenses. If the girl had carried out the plans she at first suggested for herself, her future would certainly have been limited.

Another very important aspect of this work lies in the fact that after aid is given, all connections with the individual are not broken but the relationship is continued. Her successes and failures are followed up and her welfare is looked after. If a girl is advised to go to a certain place to enter boarding school the friends of the Alliance in that community are advised of the young woman's presence, so that they may visit her and give her a bit of home life.

Not only is help given to individuals but also to groups. When high school teachers wish to help their pupils to choose a vocation they may seek advice from the Alliance Research centers may obtain information regarding the number of women in certain professions in the South. High school clubs may get material for debates, or speakers to take part in their programs. And schools, too, may obtain help in regard to publicity. The Alliance has always been found willing to give any type of information which it has at hand. And if it does not have the information, in most cases, it can refer the applicant to the proper sources.

DEPARTMENT TO INCREASE OPPORTUNITIES FOR TRAINING IN THE SOUTH

The 1921 Report says: "Help has also been given in opening to women types of training which have for some time existed in

the South but have until recently been open only to men. It would be idle to attempt precise measurement of the part which the Alliance has had in each of such recent advantages, when so many world forces, and local ones as well, were combining to enlarge woman's opportunity.

"Certainly no specific credit should be claimed for the opening of the professional schools of the University of Virginia to women, but as regards the extension of new opportunities in professional schools elsewhere in the state, it would probably be recognized as the organization constituting the largest contributing force outside the institution involved. During the six and a half years of its existence the Medical College of Virginia has admitted women to the schools of Medicine and Dentistry, as well as to that of Pharmacy, and has received the co-operation of the Alliance in making these opportunities known. Richmond College has admitted women to its Law School, and, in a more restricted way, to its School of Business Administration; also the Virginia Legislature has admitted women to the practice of law."

A Directory of Business and Professional Women in Richmond was published early in 1921. This Directory gave further evidence of a contention that Miss Hatcher has held, that an increasingly large number of opportunities are opening up for professional women. For less than half of the one thousand women listed were found to be engaged in the four traditional vocations for women, namely: school teaching, stenography, music teaching, and trained nursing. The others were engaged in ninety different vocations and professions, including such a variety as law, advertising, manager of a paper bag company, and automobile agent.

In forwarding this work and in widening opportunities for training, the Alliance has made use of public conferences for directing the attention of the people to these opportunities. "In a general sense it may be said that the public educational conference has been the frequent and unfailingly helpful adjunct to the other phases of the work, and in many instances the forerunner."[4]

[4]Southern Women's Educational Alliance—Report, 1921.

THE DEPARTMENT OF LOANS AND SCHOLARSHIPS

Perhaps the lack of funds is the greatest drawback that most girls experience in getting a good education. And in order to help overcome this barrier the organization offers aid in "securing a number of supplementary loans and opportunities for self-help on the part of students while in college." In all of our normal schools in Virginia and in a number of colleges in the South it is possible for ambitious students to earn their board and also, by a certain amount of service daily, to secure funds to help defray other expenses

In addition to this work, the Alliance has at its disposal tuition scholarships from the following institutions:

Mount Holyoke College, South Hadley, Mass.
Hollins College, Hollins, Va.
Sweet Briar College, Sweet Briar, Va.
Virginia College, Roanoke, Va.
School of Social Work and Public Health, Richmond, Va. (Affiliated with William and Mary College.)
New York School of Social Work.
Pennsylvania Academy of Fine Arts, Philadelphia.
New York School of Fine and Applied Arts.
Prince School of Education for Store Service, Boston. (Affiliated with Harvard University.)
Katherine M. Gibbs' School of Secretarial and Executive Training, New York City.
Rice's Business College, Charleston, S. C.
Bowen-Macfeat Business College, Columbia, S. C.

In many instances these tuition scholarships have not been found sufficient for the maintenance of a student at school and have had to be supplemented in various ways. The most generally used means of doing this is known as the Student Loan Plan which is conducted on the basis of other business loans, except that there is no collateral. So far the Alliance has had no fund to draw upon for such needs and it must meet each demand by "special" and "hurried" appeals. This is a very difficult problem, for it means that when an appeal comes to them for help the funds must come from either individual gifts, loans, or part time work which may be secured for the student.

Since the foundation of the Alliance the work has been maintained by special memberships and gifts. Any one who is interested in the work and who wishes to aid the

[5]This scholarship does not cover entire cost of tuition.

southern girl in gaining the best equipment for life may become a member of the Alliance. The memberships range from five to twenty-five dollars a year. Every dollar subscribed is used to increase the educational advantages for the girls in the South. College clubs and alumnae associations may also become members. At present there are a number of these clubs and associations represented:

R. M. W. C. Students Association, Lynchburg, Va.

College Club of Norfolk, Miss Virgie A. Leggett, President.

College Club of St. Louis, Missouri, Miss Charlotte Gerhard, Treasurer.

San Antonio Branch, Association American University Women, Miss Pearl O. West, President.

Raleigh Branch A. A. U. W., Miss Catherine Allen, Meredith College, President.

Spartansburg Branch A. A. U. W, Miss Penelope W. McDuffie, Converse College, President.

Agnes Scott Alumnae Association, Tuscumbia, Alabama.

R. M. W. C. Alumnae Association, Mrs. Robert Woodson, President.

Sweet Briar College Alumnae Association, Miss Mary B. Taylor, Secretary.

The 1921 Report also points out that "trained workers have given their services in the compilation of survey material, and in other phases of the work, notably in the Speakers' Bureau, where women of national reputation in their respective fields have given their services often for a week at a time, for vocational talks and personal conferences with women and girls. Such co-operation is responsible for the bulk of work accomplished."

A much larger number of assistants is needed, however, to carry on the work, and to broaden its scope. The co-operation and help of every Southerner is needed. And we as Virginians must do our part. Perhaps you can think of no way in which you can help, but a number of ways are open to you.

The Alliance offers the following suggestions to persons who wish to help:

"Become a member of the Alliance.

"If you see a girl who is groping about, trying to discover what she can do well and happily, or if you know of a young woman who is working at an uncongenial occupation through ignorance of other possibilities, tell her of the help offered by the Alliance.

"Lend or persuade others to lend a student a sum of money, however small, to supplement the scholarship.

"Lend your co-operation for the creation of a permanent Loan Fund for students.

"Keep your eyes wide open for the capable girl needing more education, and help her to get it. Tell her about this phase of the work of the Alliance and help them to help her."

ROSA PAYNE HEIDELBERG

II

JEFFERSON'S GREAT TEACHER OF THE LAW

Jefferson was wont to pay special tribute to two of his teachers, Dr. William Small and Mr. George Wythe. The former was a close friend and guide during the two years at William and Mary; then, as a parting benefaction, he commended the young man to the favor of Mr. Wythe.

Says Mr. Jefferson: "He (Dr. Small) returned to Europe in 1762, having previously filled up the measure of his goodness to me by procuring for me, from his most intimate friend, George Wythe, a reception as a student of law, under his direction. . . . Mr. Wythe continued to be my faithful and beloved mentor in youth, and my most affectionate friend through life."

For five years Jefferson studied law under Wythe at Williamsburg. This does not mean, of course, that Jefferson resided at Williamsburg all the time during this period. In fact, it is plain from some of his letters, written in 1762, 1763, etc., that he was at Shadwell much of the time; but we may be sure that wherever he was he was diligently keeping up his readings in Bracton, Kames, and "tough old Coke." In 1765 the first volume of Blackstone's commentaries on the law appeared in England, and we may assume that Jefferson soon had a copy of it. He was at the same time enlarging his general culture by a study of the Anglo-Saxon language. This subject he undertook for the special purpose, it seems, of enabling him to investigate more thoroughly the ancient sources of the English common law, which had developed largely from Anglo-Saxon customs. Within this period, or soon thereafter, he also took up the study of the Italian language.

Parts of those five years, too, he spent in dreaming and in sighing. Most of his sighs, it would appear, were the fault of a fair young lady named Rebecca Burwell. He could scarcely write to his friend John Page without mentioning her. "Belinda" he called her most of the time in his epistolatory lamentations. But in 1764 Miss Burwell rather abruptly married another man. Then Mr. Jefferson seems to have stopped sighing and to have applied himself more strictly to business. A shock, now and then, is a good thing for a youngster of twenty-one.

But he did not altogether abandon his dreams. In one of those dreams he was visiting England, Holland, France, Spain, Italy, and Egypt. Moreover, he was planning to sail to all those distant lands in his own ship, which was a-building, and which was to have been christened *The Rebecca*! Already he was inviting his friend Page to be a guest on the long voyage. And in Italy, for one thing, he was hoping to purchase a good fiddle.

All this and much more one reads in a letter that was written to John Page from Shadwell on January 20, 1763.

But alas for certain parts of that dream and a long time for the rest of it! Honeymoons did not hang in Jefferson's sky for eight years longer; and twenty years passed away before he visited Europe. In May, 1766, however, he did make a jogging journey to Annapolis, Philadelphia, and New York. Such a journey in those days was as much of an undertaking as a trip to Europe would be now. For it was a "jogging journey." Part of it at least was made in a one-horse shay. And there were plenty of rough roads on which to bump, plenty of rocky streams to ford, and plenty of spring showers in which to get wet.

Mr. Wythe all this time was living at Williamsburg practicing and teaching the law. In 1766 he was nearly or quite forty years old—just entering upon the prime of his manhood. Early in life he had been elected a member of the House of Burgesses, and he continued to serve in that body till the Revolution. In stature he was of medium size, well formed. In speaking before the courts he never employed a useless word, even if it might have given a fine sound to his speech. In character he was pure and upright. Some one said of him that he might truly have been called the Cato of his country.

In 1776 Mr. Wythe was in Philadelphia, a member of the Continental Congress; and there on July 4 of the year just written he became one of the signers of that immortal document, the Declaration of Independence, fresh from the burning pen of his former pupil, Thomas Jefferson. His name was written as clearly and as boldly, almost, as that of John Hancock or that of Jefferson himself. Later the same year he and Jefferson were both back in Virginia, hard at work revising the laws of the new state. The seal of Virginia, so striking and so significant, was devised, it is said, according to a design that Mr. Wythe outlined. In 1777 he was speaker of the Virginia House of Delegates, which had taken the place of the old House of Burgesses. Shortly thereafter he was appointed judge of the chancery court at a salary of £300 a year. In 1791 he moved to Richmond, which had been made the capital of the state in 1780. There he soon had the young Henry Clay as a pupil, an apprentice in the law.

In 1787 Wythe was a member of the great Constitutional Convention at Philadelphia. Wythe County, Virginia, and the town of Wytheville in the same county are today monuments to the honor and esteem in which the eminent Chancellor was held in his native state.

In 1767 Jefferson finished the long course of study prescribed for him by his teacher. At once he was admitted to the practice of the law in the general court of Virginia. He was then just twenty-four years old. He was fond of his profession and was as careful and as thorough in working up his cases and in serving the interests of his clients as he had been in his extended work as a student. He never became eminent as an orator before juries, but the growth of his law business shows that he rapidly gained the confidence of the people who needed counsel in trouble or an advocate before the bar of justice.

During the remainder of the year 1767, the year in which he began to practice, Mr. Jefferson had sixty-eight cases. The next year he had one hundred and fifteen. In 1769 the number rose to one hundred and ninety-eight. During the next four years the records show the following figures: For

1770, one hundred and twenty-one cases; for 1771, one hundred and thirty-seven; for 1772, one hundred and fifty-four; and for 1773, one hundred and twenty-seven.

The foregoing figures apply only to his cases before the general court of the colony. Other sources of information show that he was engaged in a larger number of local cases.

Among his clients were many of the best people in Virginia. The Blands, the Burwells, the Byrds, the Carters, and the Careys did not come to him in alphabetical order, as their names are here arranged, but they all came. So did the Harrisons, the Lees, the Nelsons, the Pages, and the Randolphs, many of them.

In 1774 Mr. Jefferson apparently did not have as many cases before the courts as usual. This was probably due to the fact that he was giving more of his time to the great questions that were agitating the colonies in their quarrels with the mother country. In August, 1774, he gave up his legal business to Edmund Randolph, who was just then twenty-one years old. Jefferson himself was only thirty-one, but tasks of nation-wide importance were claiming his talents.

George Wythe, the great jurist and the great teacher, had at least two other disciples in the law who became world-famous. They were John Marshall of Fauquier and Henry Clay of Hanover; but in neither of them, we may be well assured, did he take a keener pride than in Thomas Jefferson, the blond giant from Albemarle.

JOHN W. WAYLAND

III

THE PSYCHOLOGY OF EATING

THE EVOLUTION OF THE NATURAL FUNCTION OF EATING INTO THE SOCIAL-ESTHETIC "FUNCTION" OF DINING

We must eat and drink, and the enjoyment of food is always legitimate. To live we must be fed, yet the feeding must be disguised, refined and appealing to the sensibilities before it becomes what is properly termed "dining". Its evolution begins in the sensory realm that directs the primary gratification concerned. The primitive instinct of the child is to grab or snatch at anything in the shape of food. He has to be taught modifications of this grabbing element before he can be termed a member of society. The practice of some parents in not allowing their children to come to the table to dine until they have reached a certain age and have overcome this primitive tendency is the first point perhaps in their evolution of the natural function of eating.

Food is the first object of desire and all fins, legs, wings and tails were developed either to get food or to escape finding a grave in some other creature's stomach. The great epoch of fire and cooking evolved the hearth, home, and meal times. To dine was the first step on the highway towards civilization.

The infant will taste anything that can be carried to his mouth regardless of its edible quality; this desire lasts until about the third or fourth year. Then he wants to taste unusual things, mixtures of foods and drink, of foods in different stages of preparation. During adolescence curiosity demands new articles on the bill of fare, new flavors, etc. It is a period of unsettlement, fluctuation, and freakishness. Later we tempt the appetite by savory cooking, by seasoning and flavors, by rare and choice foods and by the elaborateness of the feast.

We order the courses of the dinner, the sequence following good taste and digestion alike, to give each its greatest effect. With the proper preliminary of appetizers we go thru soup and fish to the heavier, nutritious joints, tempered with sauces and relishes Then we have the more piquant flavors and spices of game, counteracted with salads; we tempt the gratified appetite further with the lure of desserts and sweets. Formerly to aid digestion thruout and to give contrast we would use appropriate wines, but now we may only conclude with the aromatic stimulant of coffee. The cigar in the psychological sequence completes the series, leaving only the flavor—even the suggestion of nutriment is gone. All this belongs to the field of gastronomy which is by no means a despised esthetic art. The main point is that attention to eating and the enjoyment of it for flavor distracts from the satisfaction of eating for nourishment, however ready we are to admit that a natural appetite is the best sauce.

The very need of nourishment has, in certain countries, carried a sense of shame. This is suggested in some Oriental countries, by certain ceremonials in which the thought or sight of food is considered obnoxious. We feel it in the ban against eating on the street. And it used to be considered quite the thing for young ladies to be delicate and they only nibbled at food and disdained appetite. Fortunately a more natural and even athletic ideal is now the fashion.

Thus it comes about that a social occasion is the excuse for eating, the circumstance that raises it above selfish indulgence. Man is a sociable being and expresses life's sociability by neglecting no opportunity to eat in company. The sociability that is promoted by the companionship of the table is the reason for our clubs, societies, etc. The feeling of fellowship occasioned by this may be traced back to ancient times; for instance, the Arab would not betray anyone who had partaken of his salt. And many religious observances center around a feast.

But how endlessly far has an invitation to dine traveled from an opportunity to feed! In earlier days our social functions were what the boys call "feeds". The tables were laden with everything that the housewife could get; no thought was given to proper combinations of foods, suitable sauces, appropriate or seasonable delicacies. It was "food and plenty of it". Our great-great-grandmothers were all women who had "shaken hands with the sauce pan". And since they did most of their own cooking, their chief object was to feed the family and they did not have time to prepare or serve the dinners which now mark our social functions.

Today the appearance of the viands, their form, color, and garnishing; the service, the whiteness of the linen, brightness of the silver, the delicacy of the china, lustre of glass; the illumination; the flowers, central in the arrangement of the table because only ornamental; all these add to the impression of the dinner as to the mood of the diners and derive their effect from an appeal to the different sensibilities. The diners themselves must be worthy of the repast, the formal dress, the social and intellectual stimulus, the good feeling, the play of word and wit, the spirit of the occasion must justify the setting. And any marked defect or lack in the food would mar the occasion. One writer has said "Psychologically the artist in tastes and aromas is exercising a function comparable to that of the artist in color or tones."

MYRTLE WILSON

IV

RHYTHM IN THE FIRST GRADE

One of the greatest needs in Primary work today is to make the step from the Kindergarten to the First Grade less formal.

In the Kindergarten the child begins to realize the actual joy of living, through his socialized work and play with other children. There is no formality; the spirit of happy freedom predominates. Then the child is sent on to the First Grade which is often a complete change from informality and freedom to a set, formal program where there is too little opportunity for free activity on the part of the child.

When I first stepped from Kindergarten to First Grade I felt the great difference in the work. It seemed to me I could not ask such small children, after the period of freedom to which they had been accustomed, to sit quietly at desks or tables; in other words to stand the restraint of a formal program. Each year I have tried to work for more freedom, with no set program and to continue the spirit of happiness throughout the First Grade life. This can only be done through much free work and play, and I believe there is another link of equal importance and equal educational value, and that is through music and rhythm.

Of course all Kindergarten rooms are equipped with a piano and in that way there is an advantage over the First Grade, but without a piano one can have birds flying, children skipping and dancing, ponies trotting,etc. If a teacher is fortunate enough to have a victrola she can accomplish wonders. I have been somewhat handicapped for lack of good records but from records on hand and some borrowed ones I have managed to work out some interesting Rhythm Lessons.

My first lesson was very simple: I found among our records a piece called the Indianola Patrol which was splendid time for skipping. I put it on the victrola and asked the children to listen and see if the music told them

anything. Almost before I had played a few bars some child suggested, "We could skip to that music." I asked if any one would like to try and skip to it and several children volunteered. Before starting I cautioned the children to listen carefully for a moment, then to skip and be sure to keep time to the music. In a few minutes the entire group wanted to skip and after all had tried they were delighted and almost with one accord informed me, "That's the way we did in the Kindergarten." That alone made me feel the real value in such a lesson; from then on I felt they would be at ease, at home in the First Grade.

A few days later I found among our folk dance records one called "The Black Nag." Upon trying it I found it was excellent trotting time. The following morning during our free song period some one suggested that we sing our pony song. This was followed by a request for another pony song called, "Trot, Trot, Trot." Here was my opportunity. So after singing our song, I picked up the record of "The Black Nag", and asked the children to listen and see what it told them. I played a few bars and stopped and some child asked me to play it again. By this time the children were listening intently and suddenly a hand went up and a little girl said "It tells me to trot." I was delighted to have such a quick response and asked if anyone would like to trot for us. At first there were no volunteers, but finally the small girl who suggested the music said to trot, came forward and trotted or galloped around the room, and soon the other children got the spirit of it and the room was full of trotting circus ponies.

After we had marched, skipped and trotted to music, one morning I was invited into the Kindergarten to see some dancing, which was charming in its free expression of what the music was telling the children to do and I decided I would try a dance record in my rhythm work. I borrowed a waltz record, Cecile, and during our morning song period I told the children I had found a new piece for them and suggested they might listen very carefully and see if it told them anything new. This time my response came from a little country boy, who said, "I think it says to dance." I played it over to be sure that other child agreed and in a few minutes several children wanted to try. One little girl danced so prettily that she was chosen as leader and very shortly the entire class were dancing around the room. My joy was complete when Num, my little Chinese pupil, caught hold of my hand and said "Say, I see people do like dat at the movies." Num had not taken any active part, but the next day when I carried the lesson further he wanted to dance with the rest.

Until this year my rhythm work has consisted of motion songs and games, but I find that with the help of a few good records the work can be made more interesting and appealing to the average small child. They are not only developing a love and appreciation for music, but overcoming their shy attitude of self consciousness and getting a great deal in the way of muscular development.

And best of all the spirit of happiness is being carried on. They start the day happily and this spirit is carried throughout their reading, phonics, writing, history, etc., and the result is they do better work.

MARY E. CORNELL

COMPULSORY EDUCATION LAWS NOT ALL

The National Vocational Guidance Association at its last meeting adopted the following statement of principles regarding School Leaving:

"Since investigations have shown that economic necessity is only a minor cause for leaving school at the end of the compulsory school age, those interested in vocational guidance should always insist that the school itself enter into a campaign to hold pupils by offering a more varied program suited to the individual needs of the children. Compulsory education laws and compulsory part-time schooling must be maintained, but along with these laws there must go a constant improvement in the program of studies and other activities of the school.

"Means should be found, through either public or private funds, to provide scholarships for keeping deserving children in school, or for continuing schooling on a part-time arrangement."

"Graciousness is the unconstrained expression of the kindly, self-forgetting and tranquil mind—a beautiful way of doing things, an instinctive generosity, considerateness and tranquility."

V

EDUCATIONAL TESTS AND MEASUREMENTS

NEWS FROM ALASKA

The first report[1] of the Commissioner of Education for Alaska devotes several pages to a report on the use of standard educational tests and measurements which were given during the year 1917-18, and repeated during the year 1918-19. The tests given included One Hundred Spelling Demons, Kansas Silent Reading Tests, Starch's Arithmetical Scale and Starch's Punctuation and Grammatical Scales and English Grammar Tests.

Of something like a thousand pupils taking the tests ranging from the third to the twelfth grades, the scores indicate a very close approximation to the standard and in many cases, a slight superiority over the standard.

This is an interesting comment on the efficiency of Alaskan schools particularly when one calls to mind how recently this work has been organized. Moreover the approximation to the standard is practically the same in silent reading as it is in the spelling and arithmetic fundamentals, a thing which is evidence of good teaching.

One finds in this report many other indications of progress, such as the development of visual education through moving pictures in five different places, the building of teacherages in twenty districts, the development of citizenship education, and the building of excellent new school buildings, several of which are pictured on pages 44 and 45.

INTELLIGENCE TESTING IN NORFOLK

Miss Elizabeth Grubb, who together with Misses Dey and Nicholson, has been giving intelligence tests in Norfolk first grades, sends an interesting report of the results of giving a Kingsbury Group Intelligence Test to her 1B Class in the James Monroe School, January 12, 1922. Miss Grubb was chairman of the Committee of the First Grade to investigate tests and made her study the basis of report at a recent meeting of second grade teachers.

In the table of results given below the pupils are arranged according to their intelligence quotients (I. Q.) which represent as nearly as possible the actual general intelligence of each child. One notices at once the great variation in scores and also considerable discrepency between the pupils' rating by the test and the teacher's ranking before the test. It should be said that the median score for the group is 18.5 while standard 1A score at the end of year is 21.

TABLE I

Note—Column A, Pupil; B, Score, C, Chronological Age, yr., mo.; D, Mental Age, yr., mo.; E, Intelligence Quotient; F, Teacher's Ranking.

A	B	C		D		E	F
1	50	6	8	8	9	131	A
2	51	7	2	8	11	124	A
3	41	7	1	8	1	114	A
4	31	6	7	7	3	110	A
5	28	6	6	7	0	107	A
6	32	6	11	7	4	106	A
7	37	6	10	6	11	101	A
8	20	6	5	6	4	99	C
9	26	6	11	6	10	99	A
10	26	7	0	6	10	97	A
11	26	7	0	6	10	97	A
12	33	7	9	7	5	96	A
13	33	7	8	7	5	96	A
14	24	6	11	6	8	96	A
15	22	6	9	6	6	96	A
16	19	6	7	6	3	95	A
17	18	6	6	6	2	95	B
18	24	7	2	6	8	93	A
19	20	6	10	6	4	93	B
20	19	6	9	6	3	93	A
21	15	6	4	5	11	93	A
22	19	6	11	6	3	90	A
23	17	6	9	6	1	90	B
24	13	6	5	5	9	90	A
25	14	6	7	5	10	87	A
26	11	6	5	5	7	87	A
27	18	7	4	6	2	84	B
28	8	6	4	5	4	84	C
29	32	8	10	7	4	83	A
30	9	6	7	5	5	82	D
31	6	6	4	5	2	82	A
32	12	7	0	5	8	81	A
33	9	6	8	5	5	81	A
34	23	7	3	6	7	80	D
35	6	6	7	5	2	78	C
36	3	6	5	5	0	78	A
37	3	6	5	5	0	78	C
38	6	6	10	5	2	76	A
39	8	7	1	5	4	75	D
40	4	6	10	5	0	73	D
41	5	7	3	5	1	70	C
42	9	7	0	5	5	65	A
43	0	6	4	—	—	—	A
44	0	6	11	—	—	—	D

Inasmuch as the teachers felt some surprise with some of the individual scores it was decided to give the test over to a few of the children. In Table II the comparison of scores in the first and second tests are given. While a comparatively small number of children were tested the second time it was interesting to see that one score was unchanged, three were practically unchanged and three were noticeably raised. This probably indicates the desirability of giving a second summary, but unlike tests, as

[1]Report of Commissioner of Education, Territory of Alaska, for the years ending January 30th, 1918, January 30th, 1919, and January 30th. 1920.

it is hard to determine whether these higher scores in the second test were due to practice or due to some adverse condition in the first test. The parallel forms of the National Intelligence Test and Otis Intelligence Test have been provided with this in view.

TABLE II

Comparison of First and Second Tests.

	Score		Mental Age 1st		Mental Age 2nd		I. Q.	
Pu'l	1st	2nd	yr.	mo.	yr.	mo.	1st	2nd
25	14	23	5	10	6	7	87	103
27	18	19	6	2	6	3	84	85
31	6	21	5	2	6	5	82	101
32	12	9	5	8	5	5	81	77
33	9	9	5	5	5	5	81	81
36	3	36	5	0	7	8	78	119
38	6	12	5	2	5	8	76	83

W. J. GIFFORD

VI

HOME ECONOMICS NOTES

NEW ORLEANS CONFERENCE

The Fifth Annual Conference of State Directors, State Supervisors and Teacher Trainers in Agricultural and Home Economics Education for the Southern States, was called by the Federal Board for Vocational Education to meet at New Orleans January 9, 10, 11 and 12. There were about one hundred persons in attendance. The states comprising the Southern Division, with the Home Economics Supervisor of each, are—

Virginia	Ora Hart Avery
Tennessee	Lena Pierce
North Carolina	Edith Thomas
South Carolina	Lillian Hoffman
Georgia	Epsie Campbell
Florida	Lucy Cushman
Alabama	Ivol Spafford
Mississippi	Guyton Teague
Louisiana	Cleora Helbing
Texas	Jessie Harris
	Assistant—Lillian Peek
Arkansas	Stella Palmer
Oklahoma	Maude Richman

Virginia's delegates were: Mrs. Ora Hart Avery, State Supervisor of Home Economics, Mr. T. D. Eason, State Supervisor of Agriculture, Richmond; Miss Carrie B. Lyford, Head Department of Home Economics, and Mrs. W. K. Blodgett, Department of Agriculture, Hampton; Mr. D. S. Lancaster and Mr. McGill, Department of Agriculture, V. P. I, Blacksburg; and Miss Grace Brinton, Head Department of Home Economics, Normal School, Harrisonburg.

The Home Economics meeting was opened with Miss Anna E. Richardson, Chief of Home Economics Education Service, presiding. After a few introductory remarks Miss Adelaide Baylor, Federal Agent for the Southern region, took the chair and presided during the following program:

HOME ECONOMICS SECTION

Monday, January 9

Brief responses from supervisors and teacher-training staff on special undertakings for 1921-22.
Commercial Education for Girls, Isabel Bacon.
Organization of committees for work during conference.
- Committee I—Evening Schools and Classes.
- Committee II—Interpretation of Minimum Essentials in Teacher-Training Course of Study.
- Committee III—The Vocational Half Day.
- Committee IV—Content of Course in Special Methods.
- Committee V—Program for Supervised Observation and Teaching.

Committee work.
Joint committee meeting on rural program for agricultural and home economics education.

Tuesday, January 10

Reports of sub-committees on negro education.
1. Content of courses in vocational schools.
   a. Foods.
   b. Clothing.
   c. Health and Sanitation.
   d. Plant and equipment.
   e. Text books and illustrative materials.
   f. Use of dormitories in supervised home management.
   g. Sources and use of private funds for negro education.

General discussion.
1. Next step in study of negro education.
2. State conferences for teacher-training staff, 1921-22.

Committee work.

Wednesday, January 11

Joint session with Agricultural Section.
1. A state program for vocational education for rural schools which includes agriculture, home economics and prevocational work.
   a. Program.
   b. Finances.

Committee work.
Report of committees.
- Committee I—Evening Schools and Classes.
- Committee II—Interpretation of Minimum Essentials in a Teacher-Training Course of Study.

General discussion.

Thursday, January 12

The Home Making Survey, Anna E. Richardson.
Round table on home economics in part-time schools.
Round table on home projects.

Report of committees.
Committee III—The Vocational Half Day.
Committee IV—Content of Course in Special Methods.
Committee V—A Program of Supervised Observation and Teaching.
General discussion.

One of the high spots of the program was the talk by Miss Isabel Bacon on Commercial Education for Girls. Miss Bacon has a most charming personality besides possessing the happy combination of a college and business training. Miss Bacon believes that there are great opportunities in retail stores for women with home economics education and business ability. She believes that the Home Economics teachers should use the retail stores as centers of practical education for students, and advises teaching textiles from the consumers' viewpoint and stressing the marketing of foods.

Another interesting feature of the program was the organization of committees for work during the Conference. This seemed to me a unique method of promoting discussion upon some of the most vital problems which were confronting the Southern region and personally I do not believe I have ever attended a conference that was more helpful. Each committee submitted a written report and these reports will be compiled and issued by the Federal Board in the very near future.

Negro vocational education was discussed Tuesday morning. After an extended consideration of the present course of study it was thought advisable to appoint a committee to determine what could be done toward inducing one of the educational foundations for negroes—the Rosenwald, Jeanes, or Slater—to make a comprehensive study of the needs of negro women in the South. The committee appointed consisted of Miss Carrie B. Lyford, Hampton, Va., Miss Stella Palmer, Arkansas; and Miss Edith Thomas, North Carolina.

The City of New Orleans thru its Association of Commerce extended true Southern hospitality to the Conference, and never was a visiting body more cordially treated. The mayor of the city in a few words made us all feel that we were not only welcome but that we were actually guests of the city, and when a few minutes later the entertainment committee made its report, we came to a full realization of that fact. Tuesday afternoon a trip around the harbor had been planned and Wednesday afternoon a trip around the city in a sightseeing automobile. The crowning feature came in the form of a dinner Wednesday evening at "Louisians", which is the last word in French cookery. How can one describe real French cookery? The flavor is so subtle and the combinations so ingenious that no American can hope to attain such skill. We began the dinner with an anchovy canape and that was followed by Creole gumbo soup. Next came a most delicious entree in the form of a souffle featuring New Orleans's famous pompano fish. All the fish family were there, but so subtly were they blended that the effect was one of delight. The main dinner course featured breast of duck with a head lettuce salad served with some kind of skillfully blended vinaigrette sauce. And for dessert we were served with French ice cream, cake and black coffee. Can anyone imagine anything more delightful than that meal topped with a cup of real French drip coffee? At any rate we all left with a very grateful feeling toward the Association of Commerce which had made such a treat possible.

Governor Parker of Louisiana made a most interesting address before a joint conference of the Agricultural and Home Economics sections. He described in detail the plans for the new Agricultural College of Louisiana, and indicated his hearty support of the work being undertaken by these two departments of education. "What you agricultural and home economics people have been doing and are doing," declared Governor Parker, "stands as an eternal monument to the generation. We of the South are more thoroughly American than any other part of the United States. There are fewer foreigners, fewer Bolshevists among us than anywhere else. With Americanism and vocational training, such as Louisiana proposes to give its children in the greater university, they will have a heritage that no man can take from them."

I cannot finish this brief report of this most interesting meeting without quoting Edward Tinker's vivid description of the charm which makes New Orleans such a delightful convention city:

"Latin taste has moulded the form and decreed the decorations of all the old buildings of the old part of the city. In some of the streets you almost imagine yourself in Seville, Naples, old Paris, or Havana. The

Spanish settlers imposed on the architecture their feeling that a house, like a family, should present to the world, a quiet impassive front, with just a glimpse thru a well balanced archway of a patio filled with fig trees and flowers where the real family life was lived. But the fine hand of our French ancestors is equally apparent. With their greater love of the graceful they have added balconies with wrought iron railings, hand-forged by negro slaves, from wonderful designs, carried in their masters' hearts from their beloved France. The Spanish contributed their love of bright colors, and for a hundred years or more, these houses have been painted in alternating coats of pink, soft green, orange, blue, red, each coat fading soon in the severe sunlight, and being overlaid with some new color, until now due to the continued assaults of the elements, many colors show thru, giving a vividly varied but harmonious tone to the old walls.

"Then there are the market places from whose cool dark depths you can look out into the brilliant sunshine at the Rembrandt-lighted figures of the hucksters in picturesque groups near the curb, semi-silhouetted against the facade of the lovely old houses across the street—the fruit-stalls with the patches of sunlight livening the mingled colors of the fruit—the wagons backed up to the curb loaded with carrots in color an orange-like distilled sunshine, and with tops so fresh and green that you were sure each carrot must have had a separate bath before it was loaded—the haggling housewife, market-basket on arm—the old, negro mammy, who, altho dressed in rags, mumbling along over a bent stick, begging a precarious living of scraps of meat and spoiled vegetables, still continues to wear that badge of slavery, a madras handkerchief of many colors.

"It is one of the saddest things to realize that this bright picturesque spot is beginning to conform, to destroy her old glory, in pursuit of her ambition to become that artistic atrocity—'an up-to-date American city'."

GRACE BRINTON

Another pioneer in the Home Economics movement has gone. Mrs. Mary Johnson Lincoln, aged seventy-seven years, died at her home in Boston following a paralytic stroke Mrs. Lincoln was the first principal of the Boston Cooking School which was established in 1879. Since then she has been a lecturer and writer, acting as culinary editor of the American Kitchen Magazine for ten years.

In writing of Mrs. Lincoln's work the *Journal of Home Economics* quotes the New York Herald as saying: "Mrs. Lincoln did a work of the highest value to the country and did it in the beginning, in the face of serious opposition and ridicule," and the New York Evening Post's comment: "It is doubtful whether any other American writer has won so large or so devoted a public as Mrs. Mary J. Lincoln, author of 'The Boston Cook Book'. The direct influence she exercised through her own writings and lectures must be multiplied many times by the influence of her followers and competitors. Some time ago a well-known publisher was asked what books he would choose for an ideal selling list, if he were given the whole of literature to pick from. The Bible and Mrs. Lincoln's book were the first two on his list."

GRACE BRINTON

SUPERVISED OBSERVATION AND PRACTICE TEACHING

REPORT OF COMMITTEE TO HOME ECONOMICS CONFERENCE AT NEW ORLEANS

I. OBSERVATION. It is recommended:
   1. That observation of demonstration lessons in general method or principles of teaching be given as a background previous to Home Economics observation.
   2. That units of work should be or principles of teaching should precede Home Economics Methods.
   3. That it is advisable that some supervised observation be given parallel to the Home Economic Method Course before practice teaching The lessons observed should include all phases of Home Economic subject matter.
   4. It is recommended that, following practice teaching, observation in nearby high schools should be provided for.

II. PRACTICE TEACHING. It is recommended:
   1. That the teaching be done in a high school having a 90 minute period for five days per week. That related sciences be given

parallel to the Home Economics courses in this high school. That practice teaching done in a training school on the campus should be supplemented by opportunity for teaching in a public or rural high school.

2. That units of work should be given in consecutive lessons.
3. That supervised teaching should include all phases of Home Economics subject matter.
4. That it is necessary to provide for 100% supervision in order that the class may not be sacrificed for the training of the student teacher.
5. That the head of the Home Economics Department and the supervisors of practice teaching together plan the content of the special method course. That teaching and criticism should be done under the same supervisory teachers, preferably the teachers of special methods. These supervisory teachers should be members of the staff of teacher training and the staff of the school system in which the practice is done.
6. There should be a conference with the student teacher concerning each lesson taught. These conferences should include a discussion of the technique of teaching, namely choice and accuracy of subject matter, questioning, method of presentation, and illustrative material; and the adaptability of the subject matter to the home-making needs of the girls.
7. That the student teachers should be observed by the succeeding teacher who may assist in minor details but who should not assume responsibility for the lesson.
8. That each teacher be required to teach as a minimum 30 successful lessons.
9. That home projects should be encouraged where supervision is possible. Home practice should be required, in fact, should be considered the test of good teaching of the practice teacher.
10. That the minimum qualifications of the teachers in charge of practice teaching should be the training required by a bachelor degree with major in Home Economics and experience in high school teaching of Home Economics subjects, and some special work in supervision.

NOTE—This report was made to the Fifth Annual Conference of State Directors, State Supervisors and Teacher Trainers in Agricultural and Home Economics Education for Southern States, by a *Committee on Supervised Observation and Practice Teaching*, composed of Blanche E. Shaffer, Chairman, Greensboro, N. C.; Grace Brinton, Harrisonburg, Va.; Alice A. Hastings, Stillwater, Okla.; Joan Hamilton, Denton, Texas; Nellie Crooks, Knoxville, Tenn.

HARRISONBURG EXHIBITS

The National Vocational Educational Conference was held at Kansas City January 5, 6 and 7, and while it was not as largely attended as was expected, it was an especially helpful meeting.

One feature that proved of special interest was the exhibit of unpublished work used in the various vocational schools to "carry over" or emphasize certain subject matter.

Harrisonburg was represented by three exhibits—one, illustrative of a problem in health and food; another of good taste in clothing; and the other was unique in showing how a very difficult problem in handling a practice teaching situation could be solved and at the same time serve a very large community which could not otherwise introduce home economics subjects into its curricula

The first two exhibits were prepared by the Degree Class under the direction of Mrs. Pearl Powers Moody and Miss Edna Gleason. The health project was in the nature of a miniature Piggly-Wiggly Store which was designed to train the children of the lower grades in making a wise selection of food when they are allowed to do the marketing or to choose from a large variety of foods for their own diet. All kinds of fruits and vegetables had been made of modeling clay and decorated until they looked like

tiny carrots, beets, spinach, lettuce, onions, oranges, lemons, etc. These were arranged in baskets on tiny counters and the lower shelves of the store, while a large basket of eggs and a refrigerator of milk and butter stood near the entrance. Very tiny pictures of breakfast cereals, baking powders and canned fruits and vegetables lined the top shelves and made one feel as if he was indeed entering a Tom Thumb grocery store.

It would be impossible for the children to construct and furnish one of these attractive little stores without a keen appreciation of the value of fresh fruits, vegetables, milk and eggs in their own diet.

The problem in Clothing was the outgrowth of the work done in the Costume Design class. Upon a large gray poster was printed this quotation from Ruskin: "Right dress is, therefore, that which is fit for the station in life and the work to be done in it, and which is otherwise graceful, becoming. lasting, healthful and easy; on occasion splendid; always as beautiful as possible." Four other posters sought to illustrate the different phases of this quotation by presenting two figures in relief charmingly dressed in real materials, suitable for the college girl. The first poster presented a young girl in a beautifully tailored coat suit, perfect in line and design, showing the appropriate dress "for the station in life and the work to be done in it". The second poster sought to portray the "graceful and becoming" for the college girl by the use of two little afternoon dresses. One was a fluffy blue taffeta with an attractive white lace collar, while the other presented the clinging black crepe suitable to stouter figures and made distinctive by the use of hand embroidery of henna color.

The third poster—"healthful and easy", was especially interesting with its Peter Pan suit of blue jersey set off by white kid collar and cuffs, and a sport suit with a plaited white skirt and blue jersey coat with a tuxedo collar. The fourth poster "on occasions splendid, always as beautiful as possible", was illustrative of the charm of the college girl in a simple little sunset taffeta evening dress and an attractive black evening wrap covering a delightful blue georgette gown.

Girls who can successfully work out a problem of this nature and produce the artistic results which this class did, will never be guilty of some of the present day atrocities in dress and make "style" the excuse. No dress reform will ever be far reaching until more women have acquired the artistic background which is necessary to make the simple durable garment which is suitable to all stations of life, graceful and becoming.

Miss Lotta Day, Supervisor of the forty-seven Home Economics practice teachers must each year place them in county schools as well as city schools, since there is no one training school for home economics. To distribute these practice teachers over so many schools in every direction offers a problem whose solution was presented in poster form by a picture of the entire group of two-year seniors who are engaged in practice teaching. The two Fords parked at the side of the Home Economics building were included in this picture which headed the poster. Below was a map of Rockingham County and from Harrisonburg, which was indicated by a picture of the Normal School, radiated roads which led to various small towns, each also indicated by a kodak picture of the school house.

GRACE BRINTON

EDITH BAER, COLLEAGUE, COMPANION, CHIEF, FRIEND

With the passing of Edith Baer on November 3rd, home economics lost a staunch advocate and a tireless worker for its interests. As a colleague she was always ready to co-operate at any expense of time and effort; as a companion, always cheerful; as a chief, striving always to promote the best interests of her students, but genuinely considerate of those working with her; as a friend, loyal, helpful, encouraging and loving. Her work was the controlling, compelling interest of her life, and, as a result, former students as well as associates wish to testify to the encouragement and inspiration which they have received from her. Miss Baer was graduated from Drexel Institute in 1904 and began her active career in Northampton, Mass. Later she returned to Drexel Institute as an instructor. After teaching at Drexel Institute several years she began her studies at Teachers College, Columbia University. After one semester's work as a student she was appointed on the staff and continued her studies while teaching. In the spring of 1914 she returned to her friends at Drexel Institute as their chief,

and there her sterling qualities and genuineness, persistent endeavor to accomplish the best, kind considerateness and appreciation of the endeavors of others, marked her as a leader.

In 1918 she entered the stronghold of conservatism, the old College of William and Mary, Williamsburg, Va., to give the first course offered to women there and to establish a department of home economics This was pioneer work indeed; but after two years, at the call of the University of Pennsylvania, she left a well established department which would serve city, state, and country. One week before the close of summer school she was stricken, while hard at work. She expected then to be able to return at the opening of the fall session. Two months later she had gone. We in the work are left with a larger share of work to do because of her going, but with memories which will spur us to greater effort and will call forth our best.

SARAH M. WILSON

(Editorial from the Feb. 1922 *Journal of Home Economics.*)

VII

QUOTATION

NATIONAL LEADERSHIP IN EDUCATION

It is not difficult to understand how those unfriendly to public education in America might look with disfavor upon efforts to stimulate and strengthen it by national leadership and assistance, but it is hard to see how President Nicholas Murray Butler, of Columbia University, who has long been one of the inspiring leaders in that field, can assume such an unfortunate attitude.

There seems to be but one possible explanation: Dr. Butler does not fully understand the proposal he attacks. He has made a splendid case against an awe-inspiring straw-man and has delivered admirable Quixotic thrusts at menacing windmills, but his force has been wasted in combating a phantom evil.

A reply to President Nicholas Murray Butler's criticism of the proposed Federal Department of Education by the Public School Association of the City of New York, 8 West 40th Street, Howard W. Nudd, director.

He says, for example:

'It is now proposed to bureaucratize and bring into uniformity the educational system of the whole United States, while making the most solemn assurance that nothing of the kind is intended. The glory and success of education in the United States are due to its freedom, to its unevenness, to its reflection of the needs and ambitions and capacities of local communities, and to its being kept in close and constant touch with the people themselves."

Now, the Towner-Sterling bill, by which this proposed Department, with a Secretary in the Cabinet, is to be created, specifically provides:

"ALL the educational facilities ENCOURAGED by the provisions of this act and ACCEPTED by a State shall be organized, supervised, and administered EXCLUSIVELY by the legally constituted STATE and LOCAL education authorities of said STATE, and the Secretary of Education shall exercise NO AUTHORITY in relation thereto; and this act shall NOT be construed to IMPLY FEDERAL CONTROL of education within the States, nor to impair the FREEDOM of the STATES in the conduct and management of THEIR respective school systems."

It does not require, we believe, even a modicum of that "broader scholarship," resulting from the "renaissance of the classics" for which Dr. Butler pleads, to grasp the limpid meaning of this provision. The States can accept or reject any aid proffered by the Federal Government, but having accepted it they have full control of the expenditures, provided that they are used for the specific things for which the funds are granted.

What are these specific things? They comprise: the removal of illiteracy; Americanization; physical education, including health education and sanitation; the training of public school teachers; and the equalization of educational opportunities in the States. Dr. Butler says, however:

"The major part of any appropriation that may be made will certainly be swallowed up in meeting the cost of doing ill that which should not be done at all."

Does Dr. Butler mean that these things should not be done in a democracy which depends for its very life and progress upon a strong, healthy, and intelligent citizenship, capable of understanding, defending, and

perpetuating our American institutions? Does he mean to assert that such essentials of national safety and integrity are not matters of national concern, even to the extent of encouraging the States to accept financial assistance for carrying out exclusively under their own organization, supervision, and administration the facilities in their respective school systems, essential to achieving these ends?

Is it a waste for the Federal Government to offer $7,500,000 to the States, on the foregoing conditions, in a land where over 5,000,000 persons ten years of age and over cannot read or write any language and over 3,000,000 more cannot read or write the basic language of the country?

Is it a waste to offer $20,000,000 in Federal aid for physical education in a land where nearly one-third of the men examined for military service, who represent, no doubt, the average citizenship, were disqualified by reason of physical defects, ninety per cent of which could have been prevented by a knowledge of simple health rules?

Is it a waste to offer $15,000,000 in Federal aid for the training of public-school teachers in a land where 300,00 out of the 700,000 public-school teachers have no professional training whatever; in which 200,000 have less than a high-school education; and in which 30,000 have no education beyond the eighth grade? The great university over which Dr. Butler has the honor to preside, has the greatest teachers' college in America. What, then, does he think of this lamentable showing throughout the nation? Would he like to have had his children taught by one of the 100,000 teachers less than 20 years of age who are largely the product of the meager school facilities in which they are now teaching?

Is it a waste to offer $50,000,000 in Federal aid for equalizing educational opportunities in the States, when it is well known that the greatest need for improvement in education is found where there is least taxable wealth? The wealth of one State, for example, is $14,000 for each child of school age, while that of another is only $2.000. Abraham Lincoln said, "To all an unfettered start, and a fair chance in the race of life." Is it not to the interest of wealthy industrial States to promote education in backward States and thus make better markets for their goods? And is it not essential to the safety and welfare of the Nation as a whole that there shall be no weak spots in its civic armour?

Dr. Butler views with horror the prospect of "inspectors roaming at large throughout the land," who "will not only fail to accomplish any permanent improvement in the education of the people, but will assist in effecting so great a revolution in our American form of government as one day to endanger its perpetuity." This would indeed be a calamity, and it is fortunate that these nomadic pests are but figments of an overwrought imagination. There is no authorization in this act for the appointment of Federal inspectors and supervisors. On the contrary the bill specifically forbids Federal control of education within the States. Not one penny of the money appropriated to the States will be used for administration of the act by the Federal Department. It does provide, however, for $500,000 for administration of the department *per se* and for studies and research in fields of education that will be of assistance to the States in formulating their own policies and programs.

There are but three statutory requirements which a State must establish and enforce to obtain this Federal aid:

1. A public school opportunity of not less than 24 weeks.

2. Compulsory attendance at some school, public or private, for at least 24 weeks in the year, of all children between 7 and 14.

3. English as the basic language of instruction in all schools, public and private, in the common branches.

Does Dr. Butler consider these requirements excessive? There is nothing mandatory about them, remember. The bill does not say that every State in the Union MUST maintain these standards. It simply says that no State can receive Federal aid which does not maintain such meager educational facilities. Any State is free, therefore, to decline the Federal proffer and go on serenely exercising its rights in blissful ignorance.

As we said at the beginning, we can understand how those who are unfriendly to public education might oppose such a proposal, although there is no just ground for such opposition, as the act does not interfere in any way with the entire liberty or management of private and parochial schools. It has to do entirely with PUBLIC education.

It would seem, however, that a measure for the financial aid and encouragement of public education could not but stimulate all other educational agencies, whether private or denominational.

Our real surprise, therefore, is Dr. Butler's ire. Here is a proposal analogous to the early Federal land grants to the States for education and to the more recent grant of approximately $100,000,000 a year to the States for promoting good roads. This proposal scrupulously safeguards the principle of State rights while expressing in tangible form the interest of the nation in the dignity and importance of public education as "the bulwark of democracy." It seeks to help, rather than to rule, in the task of educating children, in the same way in which the Federal Government has assisted in conserving mines and forests and in improving our National resources in cattle and swine. It assumes that, if the Nation can spend billions on the machinery of war, it can afford to spend a few millions on the machinery of peace and on preparation for personal efficiency if war should unfortunately come. This proposal provides also for an Advisory Council, which is to meet once a year at the call of the Secretary, for the purpose of inter-changing ideas and experiences in the field of public education. This Council is to comprise: the forty-eight State Superintendents of Education, twenty-five educators representing different educational interests, and twenty-five other persons not educators.

This is the horrible thing which Dr. Butler attacks. How can he reconcile his opposition to it with his splendid professional idealism?

VIII

THE BOOK OF THE MONTH

EDUCATIONAL HYGIENE

The new and desirable term "Educational Hygiene," gives the broader meaning to the development and possibilities of the health movement through the schools. The subject-matter is presented in five divisions: medical supervision, physical education, school sanitation, teaching of hygiene, and hygiene of instruction. In addition to explanatory chapters on each phase of the subject by the editor, the work contains most valuable chapters by seventeen well known specialists, each dealing with some recent development in the health movement related to his department. The various views are organized under the topics: Part I, Health Sociology; Part II, The Administration of Educational Hygiene; Part III, The Divisions and Practice of Educational Hygiene.

The text as a whole gives a very definite notion of our national health problem, what has been done up to the present time and what some of the possibilities are for a national health movement and its relation to educational development.

Dr. Rapeer brings out the idea that our public health improvement is being introduced by many agencies and by various methods, and that unless these agencies are systematized and brought together under a permanent standard, worthwhile results will not be obtained. He suggests that all these different agencies be brought together under a Department of Educational Hygiene. A suggestion of tentative standard plan is made, accompanied by a four-year course to be given for the training of the educational hygienist.

We wonder, however, whether these plans might not be more economically and efficiently worked out as a development of some already established four-year department, such as the four-year Physical Education Department, which is already including many phases of this work. Dr. W. S. Small, specialist in School Hygiene and Sanitation, U. S. Bureau of Education, states as his belief that the person who should undertake the health teaching is logically the teacher of physical education; and "the concentration of all physical welfare interests of college students in the Department of Physical Education," he states, "is already an accomplished fact in most colleges."

This very timely book, we believe, is in close touch with much of the best thought in its field, and should prove a most interesting and valuable addition to the literature on the subject.

ALTHEA L. JOHNSTON

ESSENTIALS OF EDUCATIONAL HYGIENE, edited by L. W. Rapeer. New York: Charles Scribner's Sons. 448 pages. ($2.75),

IX

SOME AIDS IN TEACHING FIRST GRADE READING

Since reading is the basis of all education, we focus our attention and energy upon it in the First Grade. A program of our work may sound as if we had many subjects, and we have, but they are so interwoven that we might call many subjects reading.

The following are some concrete examples of activities as aids in teaching reading. Upon our activity table from which the children select their own occupations for the study period, we have boxes of word-card puzzles, large calendars cut into figures to build, Mother Goose pictures and rhymes to match, picture puzzles, blocks, colored beads, weaving, construction material, games, children's books, etc. The boxes are labeled with names.

Our room has a dado of plain paper, a neutral shade; on this are hung, level with the child's eye, children's pictures, home-made cuttings illustrating Mother Goose rhymes, seasonal interests, animals, etc. These are labeled with names.

Mother Goose rhymes, printed of large, one-inch-size letters, are made on large pieces of card-board and illustrated with cuttings and hung low enough for the child to read. With similar words on cards, he builds a picture of this rhyme and incidentally learns the words.

The color of each bead is written on the blackboard, first in chalk matching the color of the bead. The children at first string the beads by the color of the word; later, names of the colors are written in white chalk, then printed. It is interesting to see how many unconsciously and incidentally learn the names of the colors and the words.

Cases, or wall-pockets, are made of heavy goods, with divisions large enough to hold the children's crayolas, pencils, etc. Each pocket is labeled with a child's name. The children, in getting out and putting away their materials, learn to recognize their names.

Through the graphophone records many children learn the names of their favorite pieces and the composers, and select the records.

Our plan is always to have a purpose for reading. This requires from the teacher, thought, planning, and application of child psychology. The modern school-room forms some contrast to the old disciplinary education pictured in the History of Education, where the school master is represented with a bundle of switches and about the room are minature men and women having different modes of torture inflicted upon them.

The following is a lesson plan which has proven successful in using the *Aldine Method of Reading.*

In part II, 6, the children often give the story and the teacher prints it on the black board, then the children read.

Different forms of word drill are used to vary the interest.

LESSON PLAN

Topic. Reading

Date_____

Name_____

Teacher's Aim.

a. To have the children recognize the script and print words in rhyme.

b. To read with expression and understanding the story from black-board and book.

Child's Aim.

a. To match the word cards with the words in rhyme.

b. To play the game of word-drill.

c. To read the story on the black board. Read the book.

SUBJECT MATTER

I

1 Story in Aldine Manual.

II

1 Sing little Bluebird,
Tell of the spring,
Sing little Bluebird,
The glad news bring. } In script

2 Flash cards in script, Tell, spring, of, glad, news, bring.

3 When will spring come?
Tell me, what will bring the glad news of spring.
Will the boys bring the glad news?
Will the girls tell of spring?
Bluebird will tell the boys of spring.
Bluebird will tell the boys and girls the glad news.
I want Bluebird to come early in the spring
The father Bluebird will lcome before the mother Bluebird.
He will tell when spring has come.

4 Sing little Bluebird,
Tell of the spring,
Sing little Bluebird,
The glad news bring. } In print

5 Flash cards in print.
Tell, of, spring, tell, news, bring.

6 Printed story.
The Bluebird has come.
He is blue with a yellow breast.
He comes to tell me, it is spring.
He tells the boys and girls, spring has come.
Bluebird brings the glad news with a song.
I am glad spring has come.
The boys and girls are glad that Bluebird brings the news of spring.
The mother Bluebird builds the nest.
Then she lays green eggs.
By and by there will be baby Bluebirds.
Pretty Bluebirds, you bring joy.

7 of the spring; to go; to come
the glad news
for joy, of joy
over and over
The little girls; the little boy
Little Bluebird

III

BOOK

1 Aldine Primer, page 40.

PROCEDURE

I

1 Introduction.
Tell the Story.

II

1 *a* Children recite rhyme through questions.
b Teacher writes rhyme on bllackboard.
c Children read.

2 Quick word drill.

3 Read script story.

4 Children read printed rhyme.

5 Drill game.
"I am thinking of a word."

6 Read story from blackboard.

7 Quick phrase drill.

III

SUMMARY

1 Read.

MARGARET F. ROGERS

X

THE HOPE AND RESULT OF AMERICAN EDUCATION

"Education is the best possible preparation for war, if wars must come; it is the only sure preparation for universal brotherhood and world-peace," declared President Charl Williams, of the National Education Association, in an address before the National Council of Educators in session in Chicago, February 27. Miss Williams in speaking of inequalities in American education said, "When the average has been struck for the nation, the country boy or girl has just one half the chance to become educated as has the child in the city." Miss Williams made a strong plea for better financial support of education, higher salaries for teachers and the equalization of educational opportunity throughout the nation. Her speech in part follows:

The educational purpose of our nation unfolded slowly although education is inherent in the very word democracy, the two being interdependent and inseparable. However, when we contrast the early colonial school, local or private in its concern, discriminating between the needs of the poor and the rich with our present-day conception of public education with its equality of opportunity to all races and creeds alike, it is a cause for transcendent pride and inspiration for greater achievements. No other nation on earth has set up for itself this principle of universal education—the essential difference comes through our democracy.

This is true in theory, but as a matter of fact there are gross inequalities of opportunity offered the children of America today. When the average has been struck for the Nation it has been estimated that the country boy or girl has just about one-half the chance to become educated as has the city child, due to short school terms, immature, untrained, poorly paid teachers, lack of compulsory attendance, and little or no supervision.

It has become a trite saying that the life and strength of a democracy is in direct ratio to the enlightenment of its citizenry, and it has never been challenged. When this simple truth finds lodgment in the hearts of all our people, there will be given to the great American educational scheme a force and direction never felt before. Having performed but once the duties and responsibilities of a full-fledged citizen of this republic, I am profoundly impressed with the enormousness of our task and the sacredness of our obligations.

There rests upon the teaching profession in this country today a responsibility so serious in its nature, so far-reaching in its consequences that it staggers the imagination of our leaders and challenges the best efforts which the united profession can bring to bear upon it.

It is a task of sufficient magnitude alone to set out to mobilize the mental, moral, and physical resources of this great country—but that even is not the end. Whether we will it, or not, the hopes and aspirations of all of the nations of the earth are centered in us, the freest of all people. We cannot regard this trust lightly. America is still the world's great leader in democracy, and we must so shape our affairs at home and dircet our policies abroad that these yearnings of peoples everywhere may find satisfaction and peace and confidence in the leadership which we have given to them.

It is right and proper and a sign of hope that the great nations of the earth have sat down together to devise some plan for international arbitration and for the elimination of some of the causes of war. Whatever the scheme devised may be, when the councils have disbanded, and their work has been given to the world, the task is only begun, for no plan will be stronger than the public sentiment and moral sense of humanity. If their work is to endure and is to be followed by greater steps toward world-peace, then the great teaching agencies of the earth —the schools, the press, the pulpit—must begin their work. The children of one country do not hate the children of another country unless they are taught to do so. The great mind and heart of the world cherish good will and abhor war.

That the peoples of the earth may develop to the limits of their possibilities, this development to be based upon a right and just and honorable understanding among them, is education's chief task and here lies America's golden opportunity. Education is the best possible preparation for war, if wars must come; it is the only sure preparation for universal brotherhood and world-peace.

THE VIRGINIA TEACHER

Published monthly by the State Normal School for Women at Harrisonburg, Virginia.

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James C. Johnston, Editor
Conrad T. Logan, Assistant Editor
Henry A. Converse, Manager

Manuscripts from those interested in our state educational problems offered for publication should be addressed to the Editor of The Virginia Teacher, State Normal School, Harrisonburg, Virginia.

XI

EDUCATIONAL COMMENT

The National Association of Deans of Women will hold its annual meeting in the Blackstone Hotel, Chicago, February 23-25. On Thursday morning and afternoon, February 23, joint conferences will be held with the National Committee of the Bureaus of Occupations, with representatives of college vocational activities, and with the National Vocational Guidance Association.

MEMORIAL ASSOCIATION FORMED TO HONOR A GREAT SOUTHERN SCHOOL LEADER

Many friends of the distinguished southern educator, Dr. William Knox Tate, have long wished to honor his memory and work by a memorial of some kind. Recently, some of these intimate friends met at Peabody College for Teachers and organized a memorial association to consider the selection of a suitable memorial and to decide upon a plan of giving all of his many friends an opportunity to participate in its creation.

This foremost, southern, country-life leader went everywhere preaching the need of good rural schools with a long school term and the very best teachers obtainable, with a sincerity and simpleness that commanded attention. Withal, he was so human, so much a man, that he was loved by all who met him. He was bubbling over with good cheer and enthusiasm for the things which he believed in, and this infectionus spirit permeated his students so that the Tate spirit is still marching on. His was an influence that aroused the ambitions of many teachers and caused them to desire more training.

TEXTBOOK MAKERS AND THEIR RESPONSIBILITY

Reporting the Disarmament Conference, H. G. Wells, speaking of the Japanese situation, says: "In the long run what is happening in the schools of Japan, is of more importance to mankind than what is happening in her dockyards. At present we do not know what is happening in the schools of Japan." We do know this much. Japan is adopting American textbooks at an astonishing rate Keio University of Tokyo, one of the largest in Japan, has just decided on Robinson, Breasted, and Smith's *General History of Europe* for the first year of the Preparatory Course, following with Robinson and Beard's *History of Europe: Our Own Times* (Ginn) Japan is pressing forward with the education of its common people.

NEW MOVIE MAGAZINE

What appears to be a sprightly little publication is *The Educational Screen*[1], Volume I Number 1 of which appeared in January. Nelson L. Green is its editor. In M. F. L. he has found a discerning critic and reviewer. "Free A Future Art From A Present Industry" is the motto M. F. L. adopts for his department, and his discrimination is illustrated by his comparison of a good effect in a current film with "the gesture of Sothern's hand as he came from the King's death chamber or that measureless moment of agony in Chaplin's eyes when he was being taken from the Kid."

The Educational Screen is not the official organ of anything or anybody, it is stated. It is rather "a magazine written and produced exclusively by those whose scholarly training, experience and reputation qualify them to discuss educational matters."

One cannot overestimate the influence of the screen, nor the need of educators' instructing themselves in the possibilities of the screen. "The political, economic and spirit-

[1]Published every month except July and August. One dollar a year. *The Educational Screen*, 5200 Harper Avenue, Chicago, Ill.

ual education of twenty to thirty million people is going on every moment the mighty screens are lighted."

And "when an American school child watches a screen, 99 times out of 100 it is a theatrical screen. No American educator, high or humble, can afford to ignore this fearful fact, unless, of course, he believes that the one viewing will have a significant effect on the child intelligence and the 99 will not."

ACHIEVEMENT TESTS IN PUBLIC SCHOOLS

A testing program for silent reading, arithmetic, spelling and writing in the grades, calling for a first test at the beginning of the year, a second mid-year test, and a third final test, is advocated by Superintendent R. C. Maston, of Martins Ferry, Ohio. His plan for scientific research into the accomplishments of his school is ably and suggestively discussed under the title, "The Advantages of a Department of Research for a Public School System", in the January 1922 issue of *The Ohio Teacher,* which may be obtained for 12 cents at 71 East State Street, Columbus, Ohio.

PUBLIC HEALTH INSTITUTES

In twenty-one cities public health institutes will be held between January and June, 1922, under the auspices of the various state boards of health and the United States Public Health Service. According to the preliminary announcement sent out from Washington, "expectation of life at birth has probably been prolonged at least 10 years" through the improvement of conditions of living in the United States in the last half-century.

The present series of institutes is designed to study "economic and social organization and, in order to achieve greater public health, assist in the development of a more equable social order."

Virginians interested in these institutes will find that the one scheduled to take place in Washington, D. C., late in May will offer their facilities in the education of public health workers. Further information is to be obtained from the United States Public Health Service, Washington.

MONOGRAPH ON SILENT AND ORAL READING

A series of monographs entitled "Educational Progress" is being issued by the Houghton Mifflin Co., Boston, and will be supplied free to teachers. The first bulletin was prepared by Emma Miller Bolenius and under the title, "Silent and Oral Reading in the Elementary School," differentiates between silent and oral reading, points out bad habits detrimental to effective silent reading, outlines procedures, explains the uses and results of scientific tests, and offers a selected bibliography with short descriptions of books listed. This bulletin is valuable for its conciseness as well as for its authoritativeness.

FREE PUBLIC LIBRARIES

In Massachusetts there are 411 free public libraries; in Virginia there are 18 free public libraries.

In only 6 of Virginia's 100 counties are there free public libraries of 5,000 volumes or over.

In Massachusetts 3,349,427 persons, or 99.6% of its 1910 population, were served by free public libraries; in Virginia 197,072, or 9.6% of its population, were served by such libraries.

A 10 cent tax on each $100 of assessed property value, according to census estimates for 1912, would yield in Virginia an income of $864,963. The total present expenditures of Virginia's free public libraries is $29,046.

Free public libraries are an inevitable part of any comprehensive educational policy for the State of Virginia.

ILLITERACY

Virginia has cause for gratification in the fact that the percentage of her illiterates over 10 years of age has decreased from 15.2% in 1910 to 11.2% in 1920.

That her goal has not yet been reached is apparent in the further fact that there were in 1920 in Virginia 195,159 illiterates over 10 years of age.

These figures are given out by the U. S. Census Bureau, which defines "illiterate" as signifying inability to write in any language.

Corresponding figures for the entire United States are 5,516,163, or 7.7% in 1910; 4,931,905, or 6%, in 1920.

XII

RECENT BOOKS OF INTEREST TO TEACHERS

GENERAL PSYCHOLOGY IN TERMS OF BEHAVIOR, by Stevenson Smith and Edwin Guthrie. New York: D. Appleton and Co. 1921. 270 pages. ($2.50).

This book, like Watson's *Psychology from the Standpoint of a Behaviorist*, is an exponent of behavioristic psychology. The topics usually forming the basis of the larger part of the text in psychology are treated in a few pages in the appendix. The authors apparently have written for the student who has given some thought and study to psychology and has its terminology and the technique of investigation at his command. They utilize the newer studies of behavior and practically ignore the analytic and semi-philosophic studies of James and others of the older school. When they have explained what can be explained in terms of experiment and direct observation, they stop, leaving many of the higher mental processes quite untouched. The book, while probably not suitable for a text at least for beginners, has the quality of excellent textual illustration from the ordinary experiences of human and animal life. It has little of direct suggestiveness for the teacher or student of education, altho one who is sufficiently grounded in psychology can make many applications for himself. It may be ventured that these writers have done a fine thing to write up thus briefly and clearly the results of the recent research of the behaviorists. The value of the book is not therefore as a text but rather as a summary of a stage of the study of psychology from a relatively new point of view. W. J. GIFFORD

PSYCHOLOGY, by Robert S. Woodworth. New York: Henry Holt and Co. 1921. 580 pages. ($3.00).

This excellently written and beautifully printed new text in psychology has as its subtitle, *A Study of Mental Life*. The author, one of our acknowledged first-rank psychologists, has, the reviewer believes, succeeded better than any other writer in conserving the values of the older "consciousness" view of psychology and of utilizing the researches of the "behaviorists" in a single volume. At the present time this seems highly desirable, just as the botanist, while stressing the newer functional view of his subject, still utilizes in some degree the older structural and classificatory studies. No text old or new is so thoroly up-to-date in its use of recent studies in experimental psychology and at the same time so readable because of the excellent practical illustrations and applications on every page.

The general plan of the book is as follows: the first half is largely given to the treatment of the more general phases of the subject, such as sensation, reaction-time, instinct, emotions and a brief survey of physiological psychology; the second half is a study of the applied phases and is equally interesting for the student of psychology and the student of education. A chapter on intelligence and intelligence tests makes it the more valuable and up-to-date. The references at the end of each chapter are usually to the pages and chapters of the texts referred to, are well selected, and usually commented upon. Exercises are also given of more than usual interest and thought-provoking character. In all likelihood, the text will rapidly become the standard text in our college courses in psychology, displacing Angell and James which have been standard for some time.

W. J. GIFFORD

A TREASURY OF PLAYS FOR CHILDREN, edited by Montrose J. Moses. Boston: Little, Brown and Co. 1921. 550 pages. ($3.00).

This is an excellent collection of fourteen plays by the best known writers, including "The Little Princess" by Frances H. Burnett; "Silver Thread" by Constance D'Arcy Mackaye; "Three Wishes" by Hamilton Williamson and Tony Sarg; "Alice in Wonderland" by Alice Gerstenburg. Each play shows the work of an experienced writer and full instructions are given for its production.

The most striking characteristic of these plays is the varied story element; this contact with imaginative literature, naturally, will feed the child's imagination.

The book has an introduction which is written as an appendix, preceded by these words of the editor: "Halt! Children Turn Back. Parents and Teachers and Librarians Read Ahead."

It is not compiled as a text-book, but its chief aim is to give children a good time. "I am fearful," says Mr. Moses, "that joy is being driven from the plays written for the schoolroom. Remember, perfunctory dialogue is not drama!"

And this "spirit of a good time born of clean, wholesome amusement" is amply cared for in the illustrations and cover decorations by Tony Sarg. These add a charm to the book that will make this volume a very real treasury to children. RUTH S. HUDSON

CHILDREN'S LITERATURE, edited by Charles Madison Curry and Earle Elsworth Clippinger. Chicago: Rand McNally & Company. 1921. 693 pages. ($3.50).

This is a collection of standard literature suitable for children of all grades, but it is not a children's text book. It is a hand-book for teachers in the grades or for students preparing to teach in the grades. Its chief aim is to make these teachers acquainted with the basic traditional material, rhymes, fables, myths and stories, which must be taught to children.

The general introduction contains splendid helps and suggestions under such heads as: Literature for Children, Literature in the Grades, Story-telling and Dramatization, Courses of Study.

The contents are divided into twelve sections with an introduction to each. They begin with the Mother Goose Jingles and Nur-

sery Rhymes, and include all forms of literature. The last section is a home reading list arranged by grades.

The greatest worth of the book is the actual literary material included in it. A book of this kind is especially sought by large classes with only a limited time for the course, for it saves the time that would otherwise be spent in searching through the library for the material covering the various fields of literature.

MARGARET V. HOFFMAN

ESSENTIALS OF SPELLING, by Henry Carr Pearson and Henry Suzzallo. New York: American Book Company. 1919. Part I, 84 pages; Part II, 116 pages. (40c. and 44c.)

With Suzzallo and his philosophy of education to furnish sound method, and the principal of Horace Mann School to contribute facts as to words misspelled by thousands of pupils, one would fully count on good spelling books. And these spellers measure up well to expectation. The authors have sought to reduce grade-spelling to the lowest terms, to the minimum of necessary rules and words and the maximum of heedful drill. All the words in the Ayres list and in Jones's Hundred Demons are included.

ELIZABETH P. CLEVELAND

A STUDY OF THE TYPES OF LITERATURE, by Mabel Irene Rich. New York: The Century Co. 1921. 540 pages. ($2.00).

Four volumes under the general editorship of James Fleming Hosic, founder of *The English Journal*, have been announced to constitute "The Century Studies in Literature for High Schools." The present volume, designed for the high school senior, is the first of the series to come from the press.

The book offers a cross-sectional view of each of the various types of literature. Thus when the ode is examined, one can compare seventeenth-century "Alexander's Feast," nineteenth-century "Ode to the West Wind," and twentieth-century "Lincoln, the Man of the People." The chapter on the essay includes examples from Bacon, Addison, Lamb, Ruskin, Stevenson, and A. C. Benson. Under the perhaps too inclusive term "dramatic poetry" are given excerpts from "Doctor Faustus," the complete "Hamlet", "Comus," "My Last Duchess," and the comparatively recent "The Family's Pride," by Gibson.

Many of the good features of a history of English literature are incorporated in this book, which is thus planned to replace the miscellaneous set of classics plus a history.

The greatest service Miss Rich has performed is in the preparation of excellent thought-questions, most of which contribute to the ends set down as the aim of literature study in the high school: enlargement of experience, formation of ideals, and unselfish enjoyment of leisure.

It is unfortunate that so many typographical errors have slipped thru the present edition. These will no doubt be corrected as new editions are published to meet the demand for this valuable compilation.

C. T. LOGAN

SARTOR RESARTUS, by Thomas Carlyle. Introduction by Ashley Thorndike. New York: Charles Scribner's Sons. 1921. 272 pages. ($1.00).

Professor Thorndike's thirteen-page introduction is compact of knowledge of Carlyle, keen analysis of the era "from Waterloo to the Reform Bill," and fitting application of Carlyle's message to our day. "Shall we not find something to listen to," he asks, "in this voice of a century ago which proclaimed with such fervor the immanence of the spirit and the duty of work? Have we no dandies and drudges? Have we no need of heroes who will lead rather than talk? Along with much talk of equality, do we not need to recognize and acclaim superiority?"

The publishers have issued the volume in a most pleasing form. A six-page glossary will be found invaluable assistance to the student who is for the first time meeting the idiosyncracies of Carlyle's vocabulary.

C. T. LOGAN

COWPER—POETRY AND PROSE, edited by Humphrey S. Milford. Oxford: Clarendon Press. 1921. 196 pages. ($1.60).

The Clarendon Series of English Literature, of which this volume is one, offers in a delightful format representative selections from English authors, and along with them the best criticism of their work. Thus the student of mid-eighteenth century literature will find conveniently assembled here not only Cowper's best work, including selected letters, but also the stimulating critical essays of William Hazlitt and Walter Bagehot. As the publishers say of the series "The several Essays explain and correct each other, and they explain and are explained by the specimens."

THE FLAME FIEND, by Hallie L. Jameson. New York: Allyn and Bacon. 1921. 181 pages. (80 cents).

A textbook written as a guide to teachers and students in fixing habits of care and in directing public opinion against waste by fire. It furnishes a startling array of figures which show our annual sacrifice, both in lives and property, to fire; and explains the mechanical laws governing fire. It is effectively illustrated.

BEGINNING SPANISH, by Aurelio M. Espinosa and Clifford G. Allen. New York: American Book Co. 1921. 349 pages. ($1.32).

Teaching Spanish by direct method is made easier by the use of this excellent grammar and exercise book. It deals with Spanish as a living language, but considers a serious study of grammar all-important.

BEYER PRELIMINARY SCHOOL FOR PIANOFORTE, by Robert B. Robinson, 4243 Garfield Ave., Kansas City, Mo.

The Beyer Preliminary School for Pianoforte presents a radical change in music notation, which in the mind of the inventor simplifies all music. To me it offers nothing for praise or commendation.

M. V. H.

XIII

SCHOOL ACTIVITIES

The Page Literary Society

The Lee and Lanier Literary Societies having reached their maximum in membership, a new society was recently organized by twenty members of the class of 1922, for the purpose of literary and forensic study. Their first meeting for preliminaries of organization was held on the tenth of January.

The organization has been named in honor of Thomas Nelson Page. The society is hard at work and new members were initiated on February fourth.

The officers of the Page Literary Society are Marguerite Goodman, president; Gladys Didawick, vice-president; Clarinda Holcombe, secretary; Jessie Smoot, treasurer; Caroline Thompson, critic; and Hattie Deatherage, sergeant at arms. Miss Margaret Hoffman is the honorary member.

Charter members, in addition to the above named officers, are Elsie McPherson, Edyth Stark, Mabel Reeves, Ethel Livick, Doris Woodward, Claudine Cundiff, Gladys Winborne, Katherine Bowman, Edith Bryant, Nina Ford, Nellie Rodes, Margaret Mackey, Saline Abernathy, and Lillian Moore.

Junior Jolly Jingle

"Junior Jolly Jingle". Doesn't the mere name sound enticing and lure you to make an investigation? But there—we're sorry if we've elevated your expectancy—'cause it's all over. Let's see, 'twas on the night of January 29 that we had it. "We" are the Juniors. (Accent on "we". Tone registers pride.) Of course it necessitated loads and loads of work, but, then, who minds work when a carnival's involved?

Why, certainly, it was a carnival. Oh my, yes! a real, sure enough, live carnival. The gym was the "old fair grounds" or "out on Sam Tansley's lot" or wherever it is they have carnivals in town. There was that thrill and sparkle of the "midway", the brilliant colors, the marvel and wonder of the dozen or more side shows. Let's see, there were: the terrific Chamber of Horrors (the fleeting thought, "Will I ever get out of here alive?"); the Hawaian Village (I did, but I don't any more), the Kitchen Orchestra (y'know what that is), the fortune tellers (real ones), the Animal Shows, Mrs. Tom Thumb, and all the others. One simply can't resist them, can one?

And the booths! candy, popcorn, peanuts, hot dogs, coca cola, ice cream, balloons, horns, whistles—can't you hear the noise and feel the thrill?

A five-piece town orchestra played during the entire evening. People jostled each other in the effort to "Find Jim to see this" or to "Make Betty go in that." It lasted from 7:30 till 10:30. Most Juniors were in some sort of costume. The public was invited and we made lots of money. Indeed we did. No, it isn't good business policy to tell how much; besides, it isn't being done this season. They all said, "We had a gra-a-nd time!" Yep, I believe they did, too.

Sing Ho! for the Minstrel

The Virginia Tech Minstrels appeared here the evening of January 21 before a large audience composed not only of the student body, but many townspeople, and alumni of V. P. I. as well. Because of the annual trip which the Harrisonburg Glee Club makes to V. P. I., the student body has an especially warm spot in its heart for V. P. I., and Saturday afternoon entertained the young men at an informal dance in Harrison Hall.

Miss Edna T. Shaeffer, director of the Glee Club, entertained the young men, members of the Harrisonburg Glee Club and the Harrisonburg faculty at a buffet supper Saturday evening. The minstrel was quite a success in every respect, containing some very decided talent.

Schoolmasters, Beware!

The 1922 Schoolma'am has a handsome group of older sisters whose reputation for wit and cleverness, for neatness and beauty, is such as to inspire an active rivalry. But the newest Schoolma'am has a host of friends who expect her to surpass all Schoolma'ams who have preceded her, and they have placed their confidence in Gladys Goodman and Fannie Lee Woodson.

The staff for the 1922 Schoolma'am has recently been elected and is now beginning its labors. Gladys Goodman is the editor; Fannie Lee Woodson is business manager. Other members of the staff are Penelope Morgan, Dorothy Fosque, Grace Heyl, Louise Houston, Marjorie Bullard, Louise Moore, Marguerite Goodman, Celia Swecker, Meade

Feild, Adah Long, Audrey Chewning, and Nancy Roane.

Faculty Change

Miss Gladys Scharfenstein, of Rockford, Illinois, has accepted a position as instructor in clothing and textiles, taking the place of Miss Edna G. Gleason. Miss Gleason recently accepted a flattering offer to become a member of the Home Economics Department of Cornell University. Miss Scharfenstein was for four years an assistant professor of household arts at the Colorado State Teachers College, and for two years was professor of clothing at Stephens College, Missouri. Her training has been at Teachers College, Columbia University, and at the University of Chicago.

Entertainments

Besides "The Little Shepherd of Kingdom Come," which was presented in its dramatized version at the New Virginia Theatre February 3, students have recently had the opportunity to see two unusual photoplays, "Jane Eyre" at the Isis Theatre and "The Four Horsemen of the Apocalypse" at the New Virginia. This latter is probably the finest movie ever shown in Harrisonburg, and Mr. Wine has our thanks for the courtesy shown at the Saturday matinee.

Varsity Wins

The first varsity game of the season was played at Farmville February 3. It was a very exciting game, both teams playing well. Until the beginning of the fourth quarter Farmville was ahead, but suddenly our girls heard voices from afar saying, "We're back of you now". They felt the push and in 8 minutes raised the score 16 points, thus winning the game 27-25.

The line-up was as follows:

Farmville		*Harrisonburg*
Parsons	r. g.	Rodes
Sexton	l. g.	Bonney
Morgan	s. c.	Wagstaff, H.
Bell	j. c.	Bell
Treakle	r. f.	Long
Mathews	l. f.	Brooks

Substitutes: Ames for Sexton; Wagstaff, Z. for Brooks; Palmer for Wagstaff, H.

Goals: Mathews 5 (2's); Treakle 7 (2's), 1 (1); Brooks 3 foul goals; Wagstaff, Z. 3 foul goals, 2 (2's), 2 (1's); Long 7 (2's), 1 foul goal.

Varsity Does Not Win

The following week the team went to Radford where a game fully as interesting—if not as successful for us—was played. Our girls showed excellent team work but the forwards could not find the basket. The game ended with a score of 23-12 in favor of Radford.

Line-up:

Radford		*Harrisonburg*
Gimbert	r. g.	Bonney
Shumate	l. g.	Rodes
Baylor	s. c.	Wagstaff, H.
Noe	j. c.	Bell
Coats	l. f.	Wagstaff, Z.
Thomas	r. f.	Long

Substitutes: Whitaker for Noe; Brooks for Wagstaff, Z.

Goals: Thomas 7 (2's), 2 foul goals; Coats 3 (2's), 1 foul goal; Long 2 (2's); Z. Wagstaff 2 (2's), 2 foul goals; Brooks 1 (2).

An impressive "get together" meeting was held under the auspices of Student Government when its president, Alberta Rodes, arranged for talks at assembly by President S. P. Duke, Penelope Morgan, Grace Heyl, and Louise Moore.

Friday evening, February 17, members of the Baptist Sunday school class conducted by Dr. E. R. Miller were entertained at his home in a hearty manner that none of his guests will soon forget.

Miss Natalie Lancaster was hostess at a St. Valentine's Party the evening of February 15 in the Music Room. To Mrs. Duke went the credit for guessing the largest number of childhood photographs of members of the faculty—quite an achievement in view of what may be lamented as the ravages of Time!

Representatives from Harrisonburg who attended the Virginia Students Volunteer Conference in Charlottesville February 17, 18, and 19 were Louise Bailie, Margaret Bulloch, Bernice Gay, Lena Wolfe, Sara Tabb, Meade Feild, Lucy McGehee, and Carrie Malone.

Mrs. Katherine Willard Eddy, a member of the Foreign Department of the National Board of the Y. W. C. A., was a guest at Harrisonburg February 12 and 13, and spoke

before the students out of a first hand information of foreign mission fields.

The Glee Club presented one of its best programs in Harrison Hall at a recital Friday evening, February 10.

Miss Grace A. McGuire conducted a round table discussion of institutional management from the standpoint of diet, and Raymond C. Dingledine spoke on "Horticultural Work in Rockingham County" at the Home Economics and Agricultural Institute conducted at Bridgewater College during the week of February 6 to 10.

XIV

NEWS AND NOTES OF THE ALUMNAE

Miss Genevieve Rudd is sojourning at Hamlet, N. C. She remembers her friends at the Normal, and has given evidence of her good will in various ways. For one thing, she recently sent in a check which she secured for the Alumnae Hall building fund.

Emily Burger sends greetings from Scarboro, W. Va. She says, "I'm keeping up with you folks through the VIRGINIA TEACHER.

Elsie Ranes writes from Ebony, Va. She is teaching there for her second year. She declares: "I recall those good old days spent at Blue-Stone Hill. How anxious I am to come back to commencement this year, but I have already given up all hopes of coming, as our school closes at the same time."

Gertrude Smith writes a good newsy letter from Clarendon, where she, Dolly, Goldie Hammer, and Miss Shaw are all teaching. Gertrude says, "I often get homesick for the Normal, and if I were only close I would drop in often."

Lillian Gilbert still has headquarters at Manassas. The Woman's Auxiliary, of which she is secretary, is devoting special attention just now to civic and social studies. The co-operative extension work in agriculture and home economics is being carried on by Miss Gilbert in her district under the authority of the Virginia Agricultural and Mechanical College and the U. S. Department of Agriculture.

Mittie Batten is located at Smithfield. She recalls with pleasure her summer work at Harrisonburg. We extend her a cordial invitation to work with us again.

Mattie Worster says, "I am planning to come back to the Normal this summer for both terms. I don't know just what I'm going to do. I shall either sell ice cream cones or get up a minstrel show for the Home-Coming Fund. I think perhaps I'll find something to do."

We think so, too, and we are pretty certain that it will be something for the good of the school.

Mary Nash is supervisor of schools in Autuga County, Alabama. She says, "I am living with the county superintendent, Mrs. R. L. Faucett, and am certainly enjoying my work very much."

Her address is Prattville, Ala. She is expecting to get her Master's degree from Peabody next August.

Myrtle Hayden wrote last month from Gretna, Va., to express her continued interest in Harrisonburg and the friends she made here. She inquired especially about the "Home-Coming Building." She is teaching the sixth grade at Gretna. Miss Pearson, another Harrisonburg girl, is in the same school.

Addie Sonner is teaching the fifth grade at Broadway. She recently sent in an inquiry regarding the helps for teaching Virginia history that are being prepared by the VIRGINIA TEACHER.

One of Nell's latest strokes of genius was made in helping the Bridgewater folks find a name for their new annual, published this year for the first time.

Nell Critzer and Mary Seebert are teaching in Bridgewater College again this year. Not long ago they wanted to see the Normal so much that they hiked in seven miles through the snow. Isn't that loyalty for you?

Ada Burton is teaching again at Wise. She is preparing to do further professional work in school, all of which is evidence of her progressive spirit. She is boarding with Mrs. Hash, who, by the way, is none other than our Kate McElroy.

Annie Boswell writes from Red Oak, making reservation for a place in the summer school. She has a fine record as a teacher.

Margaret Love sends us a good word from Bedford. She is preparing to take part

in the Virginia Historical Pageant at Richmond next May.

Pauline Layman is teaching again in Salem. She sends greeting to Alma Mater and accompanies her message with a check for Alumnae Hall.

Mrs. M. W. Blakey also sends a check to the building fund, saying that she was delayed in her good intentions by a sojourn for many weeks in a hospital. We are glad for her recovery and for her good will to-us-ward that holds through thick and thin.

Eliza Lunceford is teaching at Bluemont. She remembers Harrisonburg with so much pleasure that she is planning to be here again next summer.

Esther Hubbard has just sent in a nice check for Alumnae Hall, as a gift from the Roanoke girls. They have more plans, we understand, that will materialize in the near future.

Anna Potterfield and her colleagues in the Lovettsville high school held a silk sock social for the benefit of their school building fund on the evening of the 17th inst. The invitations which were sent out and the little socks that accompanied them were real works of art.

Elizabeth Pedigo is teaching at Rescue, Va. She is wide awake and on the lookout for aids to interest and efficiency.

Joe Warren, who has charge of the teacher-training work at East Bank, W. Va., is busy just now in assembling a professional library for her district.

Carrie Bishop is principal again at Hillsboro. She still writes a good hand and she still remembers her friends at Blue-Stone Hill.

Anne Johnson is teaching the fifth grade at Vanderpool. She heads her letters at "Carry On Cottage." We are certain that it is all the more so because she is there.

"The Sign of the Brown Teapot." Please look for it whenever you go to Hampton. Our girls are operating there an up-to-date eating place for the benefit of Alumnae Hall. Emily Beard, secretary of the Hampton Club, sends in a fine report. Geneva Moore is president, Maude Evans is vice-president, and Anna Allen is treasurer. The other members of the club are Florence Mary Elizabeth Mitchell, Mildred Littlepage, and Zena Crone.

Don't you all remember what a worker each one of those girls is? They are going to get results. They showed their business-like methods by starting out with a personal pledge of five dollars on the part of each one of them.

Address the secretary at 229 Armstead Avenue.

Through an error it was stated in these columns some time ago that Clara Lambert "is teaching this year at Tazewell." No—it is Martinsville again. But—we have a suspicion that she will not be teaching anywhere next year.

Bessie Bagley is making a fine record as a teacher at Schoolfield. Not long ago she gave evidence of her affection for Alma Mater in two substantial ways—she wrote a long letter to Miss Lancaster and sent along with it a check for Alumnae Hall.

It has come to the attention of the annual staff that a number of alumnae want copies of the 1922 Schoolma'am. The business manager, Fannie Lee Woodson, wishes it announced that all requests for copies should be made to her by April 1, in order that arrangements for such additional copies may be made with the printer in ample time.

The enthusiasm of the Norfolk Chapter of Harrisonburg Alumnae is unabated; fine news is received frequently of their plans for pushing ahead the work of the organization. Hardly a week goes by without some activity of the Chapter for the benefit of the Alumnae Building.

Echoes may still be heard of the splendid success of this Chapter in putting on "The Charm School", which by a consensus of opinion gained decided charm in its portrayal by the Alumnae of the Norfolk-Portsmouth Chapter. It has been pronounced by many competent judges, who had no reason to be patronizing, as one of the most successful amateur productions ever seen in the enterprising city of Norfolk.

News has just been received of the organization by this Chapter of a basket ball team. With Edith Ward, Marceline Gatling, Dorothy Spooner, Ruth Rodes, Frances Sawyer, Alpine Gatling (Mrs. Howard Martin), Alpha Holcomb, Nella Roark, and others that might be mentioned, who made a reputation for themselves while at school here, as candidates for the team, it behooves that section of the state to look to their laurels. There will undoubtedly be some good sporting news from that section of the state sometime soon.

OUR CONTRIBUTORS

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MARY E. CORNELL is a critic teacher in the Training School.

W. J. GIFFORD is the head of the department of education.

GRACE BRINTON is the head of the Home Economics Department.

MARGARET F. ROGERS is a former critic teacher in the Training School.

EYESIGHT AND PROMOTION

Out of 100,000 pupils in the New York public schools who fail to be promoted each year, 50,000 have defective eyesight, 25,000 are suffering the humiliation of being "left-backs" simply because they are desperately in need of glasses.